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ABSTRACT

The process for providing a "thorough and efficient" (T & E) education according to New Jersey statutes and regulations involves six basic steps. This document suggests procedures for handling the second, third, and fourth of these steps: setting objectives and standards for education according to goals established by and for the local community; assessing the educational needs of the students in the system; and establishing educational programs to fill those needs and meet the objectives set. Materials for reviewing the T & E process in general, preparatory to taking these steps, are also included. (Author/PGD)

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SETTING OBJECTIVES, IDENTIFYING NEEDS AND ESTABLISHING EDUCATIONAL PROGRAMS FOR ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

ED 129768

PRESENTED BY

COMPANION DOCUMENT #4
TO
A **HANDBOOK** FOR
BOARD MEMBERS

RESEARCH FOR BETTER SCHOOLS, INC.

EA 010 818

AUGUST 1977

RESEARCH FOR BETTER SCHOOLS, INCORPORATED • SUITE 1700 / 1700 MARKET ST. / PHILADELPHIA, PA 19103 / 215 561-4100

LETTER OF TRANSMITTAL

This T&E Handbook, Setting Objectives, Identifying Needs and Establishing Educational Programs for the Management of the Roles and Responsibilities of Board of Education has been prepared by Research for Better Schools, Inc. (RBS) under the auspices of the New Jersey School Boards Association. The manual was developed in response to a clearly expressed and defined need on the part of board members at our T&E Awareness Workshops, plus a continuing desire on the part of the NJSBA to assist members with the completion of the T&E Process. This manual is a companion document to the "Roles and Responsibilities of Boards of Education Relative to T&E Legislation," and, like that document, it seeks to help board members to understand the T&E Process and to remain meaningfully involved.

Other companion documents have been prepared that further spell out the T&E Process, such as:

Companion Document #1 "An Action Plan for the Management of Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

#2 "Committee Directions for Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

#3 "Goal Development Through Community Involvement for Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation."

Like this manual, they were developed to assure compliance with the requirements of the Public Education Act, 1975 (Chapter 212).

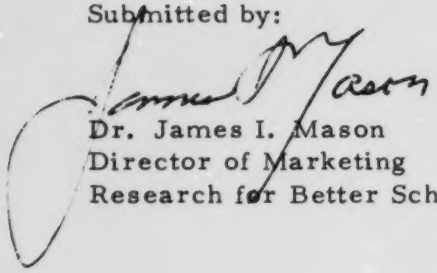
We sincerely hope that this manual will assist board members to play a meaningful and effective role in the T&E Process. RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for inclusion in this manual.

- The New Jersey Department of Education, RP&E Division
- The Educational Improvement Centers
- The New Jersey County Offices
- The Local School Districts

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Director, Inservice Education, New Jersey School Boards Association, who contributed greatly to the contents of this document. It was through their continued direction, guidance and counsel that this manual became a reality. In addition, a special tribute to Mr. Hurley Hanley, RBS, Inc., Field Specialist, for his significant contribution to this document.

In closing, we move forward to the consideration of the manual's content. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help board members implement their roles in the T&E Process.

Submitted by:



Dr. James I. Mason
Director of Marketing
Research for Better Schools, Inc.

TABLE OF CONTENTS

	Page
LETTER OF TRANSMITTAL	-i-
OVERVIEW	-1-
ASSUMPTIONS	-3-
GLOSSARY OF TERMS	-7-
STAGE II - SETTING EDUCATIONAL OBJECTIVES AND STANDARDS: PROCEDURAL STEPS	-11-
STAGE III - IDENTIFYING NEEDS: PROCEDURAL STEPS	-31-
STAGE IV - ESTABLISHING EDUCATIONAL PROGRAMS: PROCEDURAL STEPS	-47-
SUMMARY	-63-
BIBLIOGRAPHY	-65-

OVERVIEW

This manual is designed as a companion document to the Roles and Responsibilities Manual and the three earlier companion documents. It establishes a procedure through which to manage the Boards of Education's Roles and Responsibilities in relation to the five-year T&E Process cycle. The plan recognizes the newness and transitional nature of the T&E Process by setting forth a series of assumptions that recognize the many factors impacting on implementation of the T&E Process.

This document seeks to provide Board members with a clear-cut definition of their roles and responsibilities in light of the events that have transpired relative to the T&E Process during the 1976-77 School Year. Consideration has been given to the original legislation, the Administrative Code, the Commissioner's Directives, the State Education Department's Guidelines and Procedures, plus new and pending legislation.

The data and information is presented in step-by-step procedures which highlight specific activities to be accomplished. In addition, it offers samples and references to assist board members with understanding the compliance process.

The step-by-step procedures spell out the process that can be used with basic skills as well as other goals/programs in completing:

Stage II	Setting District and School Objectives and Standards
Stage III	Identifying Needs
Stage IV	Establishing Educational Programs

In addition to the above listed stages, there are two other stages yet to be completed.

Stage V	Evaluation
Stage VI	Budgeting

The procedures presented can be utilized annually by updating current results and repeating Stages III, IV, V and VI.

ASSUMPTIONS

Certain basic assumptions have been made that will impact on implementation of the T&E Legislation. They are based on what has happened to date relative to T&E, plus a factual knowledge of what is occurring at this point in time. The Assumptions have been included in order to provie a logical base from which to develop this handbook, and to guarantee that the proper options and exceptions are built in to insure success. Accordingly, consideration of these assumptions will be programmed into the procedures of this handbook. Hopefully, this will enable a Board of Education to fulfill its Roles and Responsibilities in such a way that the T&E Legislation will work in the best interest of the students.

- That this handbook deals exclusively with Stage II (Setting Objectives and Standards), III (Identifying Needs) and IV (Establishing Educational Programs) of the Six Stage T&E Process.

- That the district has the responsibility for:

  Stage II - <u>Setting Objectives and Standards</u>

  -1- Develop written educational objectives and standards for the educational program (curriculum), based upon district and school goals. (6:8-3.3)

  -2- Educational objectives and standards shall be developed in consultation with teaching staff members under the direction of the chief school administrator. (6:8-3.3)

Stage III - Identifying Needs

-3- Pupil needs shall be assessed by teaching staff members and procedures for such assessment shall include but not be limited to teacher observation, parental interview, formal and informal evaluation techniques, cumulative pupil records, local and state testing results, and medical examination. (6:8-3.4)

-4- Pupil minimum proficiency levels shall be determined as part of this assessment of pupil needs and pupil identification. (6:8-3.4)

-5- Assessment of district and school needs shall be done to determine the status of attainment of long and short-range objectives. (6:8-3.4)

Stage IV - Establishing Educational Programs

-6- Educational program (curriculum) for each district and school shall be developed in consultation with teaching staff members, under the direction of the chief school administrator. (6:8-3.5)

-7- Educational program shall:

a. Be consistent with written goals, objectives and identified pupil needs;

b. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;

c. Provide for continuous learning through an effective articulation between and among the districts and schools;

d. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program (curriculum);

e. Provide all pupils guidance and counseling to assist in career and academic planning;

f. Provide a continuum of educational programs and services for all handicapped children, pursuant to law and regulation;

g. Provide billingual programs for pupils whose dominant language is not English, pursuant to law and law and regulation;

h. Provide compensatory education programs for pupils, pursuant to law and regulation;

i. Provide all pupils equal educational opportunity, pursuant to law and regulation;

j. Provide career awareness and vocational education, pursuant to law and regulation; and

k. Provide educational opportunities for exceptionally gifted and talented pupils. (6:8-3.5)

- That Board members have the following basic responsibilities:

Stage II- Setting Objectives and Standards

-1- Direct administration to develop objectives and standards.

-2- Review the objectives and standards.

-3- Adopt the objectives and standards.

Stage III - Identifying Needs

-4- Direct administration to develop an assessment program.

-5- Review and approve procedure.

-6- Direct administration to implement.

Stage IV - Establishing Educational Programs

-7- Direct administration to develop educational program.

-8- Review educational program relataive to compliance.

-9- Adopt educational program.

- That Board members will receive clear and concise reports relative to Stages I through IV.
- That Board members have been through an orientation and awareness and/or update on the T&E Process.

These assumptions might also be considered as Constraints to the effective implementation of the T&E Process in that they serve as foundations for successful compliance.

GLOSSARY OF TERMS

Assessment: A written analysis of the current status of an educational system in terms of achieving its goals and objectives.

Assumption: A fact or statement taken for granted.

District/School Level: Interchangeable terms used when talking about goals and objectives. There could, however, be minor exceptions to this definition depending on the goal development process.

Evaluation: Procedures used to determine the value and success of programs, projects, techniques and materials in relation to the achievement of goals, objectives and standards, i. e. the act of making judgments based upon the data gathered.

Goal: A clear, concise statement of educational aspirations and the educational process stated in general terms.

Identifying Needs: Determining those areas that indicate less than the desired level of achievement and/or those areas deemed important enough to focus additional attention upon.

In-Service Training: Programs of orientation, awareness, motivation, and technical methodology prepared for staff members.

Needs Assessment: A written analysis of the current status of an educational system in terms of achieving its goals. Determining where you are as compared to where you want to be.

Objectives: Those statements of the intended learner outcome after a specified educational process. (What do you expect the student to be able to do after having received instruction).

Overview: A concise statement of what is contained in a section, chapter, or other unit of a document.

Prioritize Needs: To list, in order, those areas to concentrate upon first.

Procedure: A series of steps followed in a regular, definite order.

Program Level Objectives: Those statements of expected student performance after having received specific course instruction.

Standards: Procedures and stated levels of proficiency used in determining the extent to which goals and objectives are being met. (New Jersey Administrative Code, Title 6, Chapter 8, Subchapter 1. Definitions.)

Stage II

EDUCATIONAL OBJECTIVES AND STANDARDS

ATTENTION

We deem it essential to reemphasize the role of the Board of Education at this juncture in the process. In most instances, Boards of Education will delegate the responsibility for completion of Stage II to the Superintendent and staff. However, it is important that Boards understand the requirements and be conversant with the process. Boards may suggest the use of this approach to the Superintendent and should expect regular reports relative to the completion of this stage.

STAGE II

EDUCATIONAL OBJECTIVES AND STANDARDS

Boards of Education are expected to comply with the requirements of the T&E Process as set forth in the Public Education Act of 1975 and the Administrative Code, Title 6, Subtitle B. Chapter 8 Thorough and Efficient System of Free Public Schools. In order to achieve this mission, Boards are ultimately responsible for the development of educational objectives and standards for each district goal. Each school is responsible for developing program level objectives and standards. Accordingly, this section presents a process that can be utilized, based on a foundation of understandings contained in the previous documents developed for school board members by RBS, Inc.

OBJECTIVES — Those statements of the intended learner outcome (what do you expect the student to be able to do) after a specific educational process (after having received instruction).

STANDARDS — Those procedures (how an objective is to be measured - tests, observation, student work samples, etc.) and stated levels of proficiency (how well is/are student(s) expected to achieve and what percentage do you expect to achieve this) used in determining the extent to which objectives are being met.

The procedural steps outlined in this section are further expanded on the following pages to assist you in understanding how the stages of T&E are related and to provide examples.

It is recommended before proceeding that the T&E Action Plan Procedural Steps and the Committee Directions, as taken from earlier companion documents and presented on the next several pages, be reviewed. This will serve as an overview of key events offered as suggestions for completing Stage II of the T&E Process.

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE II - SETTING OBJECTIVES AND STANDARDS		-1- NJSBA Roles & Responsibilities Handbook. -a- N. J. State Ed. Goals -b- T&E History -c- Six Stages in T&E Process -d- Customized Action Plan -e- Resource File	
-28- To review Title 6: Chapter 8-3.3 (Chapter 212, Laws of 1975).	What: Complete procedural steps 13 through 27.	-2- T&E Legislation, Administrative Code, and Primer.	☐
-29- To obtain sample copies of Goals and Objectives from other school districts, states, etc.	Who: Board/Supt./T&E Coordinator/Administrators/Staff/Committees	-3- State Dept. of Ed. Documents: -a- Ed. Planning in Local School District: - Comprehensive Planning (Reporting Form for 12/1/76 - T&E Management Plan 1976-77)	☐
-30- To appoint the Educational Objectives Committee.	When: September through November, 1976 for Improving Basic Skills.	- Basic Skills (Reporting Form for 12/1/76 - Basic Skills Management Plan 1976-77)	☐
-31- To develop written educational objectives and standards: • Basic skills in communications and computation are the first target. • Minimum proficiency standards must also be included -- see Assembly Bill 1736, and Task Force Report.	September, 1976 through June, 1977 for Basic Skills Objectives & Standards. September, 1976 through June, 1978 for all other objectives and standards.	- Community Participation -b- Budget Preparation Guide Pursuant to Chapter 212, Laws of 1975 and NJAC-6 (Report form for Program improvement, Page 12)	☐
-32- To review - modify - adopt objectives and standards for subsequent committee utilization, staff implementation, and inclusion in the Educational Plan.	How: Board work sessions Committee Meetings Data Collection Objectives and Standards review Individual staff Subject Report Preparation	-4- See this document's Master Calendar for 1976/77 School Year. -5- See State Forms in Appendix -6- See Companion Document #2 Committee Guidelines -7- See Abstract of Commissioner Fred G. Burke Memorandum of August 25, 1976 (NJSBA Roles & Responsibility Handbook.) -8- MODELOG, A Comprehensive Educational Planning Component Models, 1975.	☐

EDUCATIONAL OBJECTIVES COMMITTEE

- Committee Assignment: To develop objectives and specify the level of student achievement desired.

Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

This step in the T&E process enables the district to identify elements of the goals and establish standards for use in assessment.

The objectives and standards for the educational program (curriculum), should be based upon the work completed by the Goal Development Committee.

- Committee "How To:" The data and information to follow was developed from Step 2, Establishing Objectives/Goal Indicators and Standards.

-1- The district establishes objective/goal indicators which specify goal elements to be assessed and state levels of proficiency (standards) which will be used for assessing the current educational system. (See Assembly Bill 1736 and Task Force Report.)

-2- The plan shall provide for assessing each pupil upon entrance and annually thereafter in basic communication and computational skills.

In addition, the following Key Events must transpire in order to complete the committee's primary responsibility.

- Review closely the state's administrative code and primer
- Review with the Steering Committee what they have done to date
- Review carefully the goals developed by the Goal Development Committee
- Obtain copies of Objectives/Standards already developed by the district.

- Divide and assign the development of objectives/standards by curriculum areas

- Be sure that the objectives/standards are based on the goals

- Collect data and information on existing standards (grading program) used by the district to determine what is currently acceptable and state minimum standards.

- Establish reasonable pupil minimum proficiency levels in the basic communication and computational skills

- Committee Monitoring: The information to follow has been drawn from the "Guidelines" for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N. J. A. C. 6:8-3. 3 Commentary.

  -1- Compliance with all state requirements including:

  - Objectives/standards based on district school goals

  - Objectives/standards were developed in consultation with teaching staff under direction of Chief School Administrator.

  - Minimum proficiency levels have been established in the basic communication and computational skills.

- Committee Timetable:* The work of this committee should begin during the third month of the twelve (12) month cycle.

  -1- Planning and organization activities should be completed during the first and second months.

  -2- Objectives and standards should be completed by the close of the fourth month.

*Suggested Timetable: not a requirement

-3- Regular weekly or bi-weekly sessions should be held

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

PROCEDURAL STEPS FOR STAGE II

The procedures outlined here are the major steps for complying with Stage II of the T&E Process. This procedure can be utilized by the district and by individual schools. It is recommended that the same procedure, once established, be followed for all schools, all grade levels, and all subject areas.

Procedural Steps for Stage II

First	Identify your district/school level goals.
Second	Expand each district/school level goal into district and school level objectives.
Third	Identify or develop by what means an objective will be measured at the district/school level.
Fourth	Identify or develop a standard that expresses how well/and how many student(s) are expected to achieve a specified level based on the district/school level objective.
Fifth	Expand further the district/school level objectives into Program Level Objectives, specific course objectives. (What do you expect the student(s) to be able to do after instruction).
Sixth	Identify or develop how the Program Level Objectives will be measured.
Seventh	Identify or develop a standard that expresses how well student(s) is/are expected to achieve a specified level based on the Program Level Objectives.

Each procedural step is expanded to show examples on the following pages of this section.

FIRST PROCEDURAL STEP --
IDENTIFY YOUR DISTRICT GOALS

List on this page the district goal statements approved by your Board. The number of goal statements will usually range between 7 and 25 in number.

Example: New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

SECOND PROCEDURAL STEP --

EXPAND EACH DISTRICT/SCHOOL LEVEL GOAL INTO DISTRICT/SCHOOL LEVEL OBJECTIVES

DISTRICT GOAL [New Jersey basic skills outcome goal: to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.]

Example: Communication Skills

1.	Reading	To provide the child with appropriate experiences in decoding, structural analysis, reading comprehension, reading rate, vocabulary development and organizational skills.
2.	Listening	To provide the child with appropriate experiences in understanding and organizing spoken words.
3.	Speaking	To provide the child with appropriate experiences in expressing oneself in precise and coherent speech, discussion techniques and creativity of expression.
4.	Writing	To provide the child with appropriate experiences in organizational, spelling, vocabulary, grammar usage, sentence structure skills as they relate to self-expression.

Example: Computational Skills

5.	Computing	To provide each child with appropriate experiences in the fundamental processes of mathematics.
6.	Problem-Solving	To provide each child with appropriate experiences in the applications (problem solving, reasoning and thinking skills) of the fundamental processes.

THIRD PROCEDURAL STEP --

IDENTIFY OR DEVELOP BY WHAT MEANS AN OBJECTIVE WILL BE MEASURED AT THE DISTRICT/SCHOOL LEVEL

There are a wide range of methods for measuring various district and school level objectives. Listed below are several sources for collecting data to provide a comprehensive measure of an objective. It is necessary to identify an instrument or process before finally setting a standard.

1. Teacher observation
2. Parent interview
3. Formal and informal evaluation techniques
4. Cumulative pupil records
5. Local testing
6. State testing
7. Medical examination
8. Community perceptions
9. Checklist/rating scales
10. Interviews

FOURTH PROCEDURAL STEP --

IDENTIFY OR DEVELOP A STANDARD THAT EXPRESSES HOW WELL AND HOW MANY STUDENTS ARE EXPECTED TO ACHIEVE A SPECIFIED LEVEL BASED ON THE DISTRICT/ SCHOOL LEVEL OBJECTIVE

The standards could be expressed in a narrative or in chart form as shown on the following page.

Mathematics Computing: Seventy-seven (77%) percent of all students in grade 3 will demonstrate mastery of 90% of all items when [name of test, etc.] is administered during May of each year.

Applications Computing: Seventy-one (71%) percent of all students in Grade 1 will demonstrate mastery of 85% of all items on the [name of test, etc.] at the end of the course.

FOURTH PROCEDURAL STEP --
(CONTINUED)

EDUCATIONAL OBJECTIVES AND STANDARDS
DISTRICT/SCHOOL LEVEL

Column #1	Column #2	Column #3	
		Standards	
District/School Goals	District/School Level Objectives for Goal #1	Mastery Level	Percent of Students Expected to Achieve
1. New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Mathematics:	Identify Measurement Instrument	
	Computation		
	Grade 1	60 %	80 %
	2	62	79
	3	60	77
	4	61	76
	5	63	80
	Applications		
	Grade 1	55	71
	2	58	65
	3	57	68
	4	60	60
	5	62	61

Column #1 List your district/school level goals.

Column #2 An expansion of the basic skills goal statement into district/school level objectives. Mathematics and the first five grades used as an example.

Column #3 Establishes standards for each objective identified. Standard in this case is expressed as a mastery level and percentage of students per grade level expected to master the objective on the identified measurement instrument.

FIFTH PROCEDURAL STEP --

EXPAND FURTHER THE DISTRICT/SCHOOL LEVEL OBJECTIVES INTO PROGRAM LEVEL OBJECTIVES, SPECIFIC COURSE OBJECTIVES. (WHAT DO YOU EXPECT THE STUDENT(S) TO BE ABLE TO DO AFTER INSTRUCTION).

Program describes a subject area and in some cases grade level.

Examples such as:

Algebra I

Reading K-6

Chemistry II

Health K-8

Mathematics K-8

Using Mathematics K-8 as a starting point, Program Level Objectives would be developed for such areas as:

Numeration	Division
Place Value	Money
Addition	Measurement
Subtraction	Geometry
Multiplication	Fractions

The objectives could be expressed in a narrative or in chart form as shown on the following page.

Numeration: to demonstrate the ability to understand and to use numbers correctly.

FIFTH PROCEDURAL STEP --
(CONTINUED)

IDENTIFYING NEEDS
PROGRAM LEVEL OBJECTIVES

District/School Goals	District/School Level Objectives for Goal #1	Program Level Objective Areas for Goal #1
1. New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Mathematics: Computation Grade 1 2 3 4 5 Applications Grade 1 2 3 4 5	Grade 3 Mathematics: Numeration Place Value Addition Subtraction Multiplication Division Money Measurement Geometry Fractions

Column #1 and #2 — Are the first two columns from the Stage II Fourth Procedural Step.

Column #3 — Identifies the Program Objective Level areas.

SIXTH PROCEDURAL STEP --

IDENTIFY OR DEVELOP HOW THE PROGRAM LEVEL OBJECTIVES WILL BE MEASURED

There are a wide range of methods for measuring various Program Level Objectives. Listed below are several sources for collecting data to provide a comprehensive measure of an objective. It is necessary to identify an instrument or process before finally setting a standard.

1. Teacher observation
2. Parent interview
3. Formal and informal evaluation techniques
4. Cumulative pupil records
5. Local testing
6. State testing
7. Medical examination
8. Community perceptions
9. Checklist/rating scales
10. Interviews

SEVENTH PROCEDURAL STEP --

IDENTIFY OR DEVELOP A STANDARD THAT EXPRESSES HOW WELL STUDENT(S) IS/ARE EXPECTED TO ACHIEVE A SPECIFIED LEVEL BASED ON THE PROGRAM LEVEL OBJECTIVES

The standard could be expressed in a narrative or in chart form as shown on the following page.

Mathematics K-8

Numeration: Seventy-five (75%) percent of all third grade students will demonstrate seventy-six (76%) percent mastery on the [Local district developed math assessment instruments] administered during April of each year.

SEVENTH PROCEDURAL STEP --
(CONTINUED)

STAGE II EDUCATIONAL OBJECTIVES AND STANDARDS PROGRAM LEVEL

Column #1	Column #2	Column #3	Column #4	
			Standards	
District/School Goals	District/School Level Objectives for Goal #1	Program Level Objective Areas From Goal #1	Mastery Level	Percent of Students Expected to Achieve
			Identify Measurement Instrument	
1. New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Mathematics:	Grade 3 Mathematics:		
	Computation			
	Grade 1	Numeration	76%	75%
	2	Place Value	74	75
	3	Addition	74	80
	4	Subtraction	70	77
	5	Multiplication	65	70
		Division	45	60
	Applications	Money	78	80
	Grade 1	Measurement	70	70
	2	Geometry	63	70
	3	Fractions	58	65
	4			
	5			

Columns #1-3 Are the first three columns from the Stage II Fifth Procedural Step.

Column #4 Establishes standards for each objective identified. Standard in this case is expressed as a mastery level and percentage of students per grade level expected to master the objective on the identified measurement instrument.

Stage III

IDENTIFYING NEEDS

ATTENTION

We deem it essential to reemphasize the role of the Board of Education at this juncture in the process. In most instances, Boards of Education will delegate the responsibility for completion of Stage II to the Superintendent and staff. However, it is important that Boards understand the requirements and be conversant with the process. Boards may suggest the use of this approach to the Superintendent and should expect regular reports relative to the completion of this stage.

STAGE III

IDENTIFYING NEEDS

The suggested procedure to follow is a process in identifying student needs while complying with the intent of the administrative code. It becomes increasingly evident that it is necessary to utilize the outcomes and information developed in Stage I - Goal Development, and Stage II - Educational Objectives and Standards, as predicated in the T&E Process. Stage III should not be confused with district and school level evaluation since Needs Identification's single purpose is that of identification of student needs, thus providing the district and school level leaders with a source of information for developing short and long-range plans.

NEEDS ASSESSMENT — A written analysis of the current status of an educational system in terms of achieving its goals. Determining where you are as compared to where you want to be.

It is important to mention several sources available for the identification of student needs.

- Test results
- Students work samples
- Community perceived needs
- Teacher observations
- Student perceived needs
- Staff perceived needs

You may want to consider using more than one source or all of the above in given situations.

It is recommended before proceeding that the T&E Action Plan Procedural Steps and the Committee Directions, as taken from earlier companion documents and presented on the next several pages, be reviewed. This will serve as an overview of key events offered as suggestions for completing Stage III of the T&E Process.

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE III - IDENTIFYING AND ASSESSING NEEDS -33- To review Title 6: Chapter 8-3.4 (Chapter 212, Laws of 1975). -34- To obtain sample materials -35- To appoint the Needs Assessment Committee -36- To develop and implement a pupil needs assessment procedure. • Results for the Basic Skills in Communications and Computation should be drawn from EAP information and other tests used in the district. -37- To review - modify - adopt a pupil needs assessment procedure for subsequent committee utilization and inclusion in the Educational program.	What: Complete procedural steps 33 through 38. Who: Board/Supt./Administrators/Staff/Committees When: September, 1976 through June, 1977 for Basic Skills. September, 1976 through June, 1980 for all other Goals and Objectives. How: Board Work Sessions Committee Meetings Data Collection Assessment concepts reviewed Individual Staff subject reports Report Preparation	-1- NJSBA Roles & Responsibilities Handbook. -a- N.J. State Ed. Goals -b- T&E History -c- Six Stages in T&E Process -d- Customized Action Plan -e- Resource File -2- T&E Legislation, Administrative Code, and Primer. -3- State Dept. of Ed. Documents: -a- Ed. Planning in Local School District: - Comprehensive Planning (Reporting Form for 12/1/76 - T&E Management Plan 1976-77) - Basic Skills (Reporting Form for 12/1/76 - Basic Skills Management Plan 1976-77) - Community Participation -b- Budget Preparation Guide Pursuant to Chapter 212, Laws of 1975 and NJAC-6 (Report form for Program improvement, Page 12) -4- See this document's Master Calendar for 1976/77 School Year. -5- See State Forms in Appendix -6- See Companion Document #2 Committee Guidelines -7- See Abstract of Commissioner Fred G. Burke Memorandum of August 25, 1976 (NJSBA Roles & Responsibility Handbook.) -8- MODELOG, A Comprehensive Educational Planning Component Models, 1975.	☐ ☐ ☐ ☐

NEEDS ASSESSMENT COMMITTEE

- Committee Assignment: To determine (assess) the difference between pupil attainment and desired level of proficiency.

"The Assessment is carried out in order to establish whether or not an acceptable level of achievement is being obtained by the district in relationship to goals. It will be the difference between level of achievement desired and present level of achievement as determined from the needs assessment, that will form the base for new or modified educational programs."

- Committee -- How To: The data and information to follow was developed from Step 3, Needs Assessment, T&E a Primer for School Improvement in New Jersey.

-1- By preparing a written plan and calendar for determining the status of the district with respect to each previously determined goal based on the objectives/goal indicators and standards.

-2- By implementing a plan and a calendar for arriving at the difference (discrepancy) between present achievement and divided achievement.

-3- By preparing a report of the findings showing the present and desired achievement for selected goals. If the achievement expectations are not met, an educational need exists.

In addition, the following key events must transpire in order to complete the needs assessment committee's primary responsibility.

- Collect data and information relative to current procedures used to assess pupil progress.

- Design a procedure through which to measure (assess) pupil attainment of the educational objectives. The procedure shall include, but not be limited to: (6:8-3.4)

-- Teacher observation
-- Parental or guardian interview
-- Formal and informal evaluation techniques
-- Cumulative pupil records
-- Local and state testing results
-- Medical examination
-- etc.

- Review preliminary Assessment Design with the district's "T&E" Steering Committee.

- Implement procedure

- Committee Monitoring: The information to follow has been drawn from the "Guidelines" for the Review of Local District Compliance with the intent of New Jersey Administrative Code", N. J. A. C. 6:8-3. 4 Commentary

The committee work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Measures used to identify present status must be reasonable

- Assessment methods should yield information that would make individual student remediation possible

- Assessment should provide information about students in need of special education and whose language is other than English

- Information on students below acceptable levels in communication and computational skills

- Assessment results used to identify pupils in need of remediation

- Reasonable levels of proficiency in communications and computational skills determined by Board of Education.

- "Minimum proficiency levels" must not be punitive
- Confidentiality of pupil or family data must be protected.

- Committee Timetable:* The work of this committee will require four to six months in order to fulfill the T&E process requirements.

  -1- Planning and organization activities should be completed during the first and second months.

  -2- Requirements completed by the close of the six months (two month margin is possible during first year cycle).

  -3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

SPECIAL NOTE: The Needs Assessment Committee also has the responsibility for the pupil identification required by N.J.A.C. 6:8-3.8 (Pupil minimum proficiency levels). These levels shall be established in the basic communications and computational skills.

The State has attached special significance to pupil proficiency levels in the two skill areas cited above. The word Reasonable is highlighted in reference to the district Board of Education's procedure and rationale for setting pupil minimum proficiency levels. Sections II through V of the State's Guidelines are cited as references to insure that districts are in compliance with the intent of the Administrative Code.

*Suggested Timetable: not a requirement

PROCEDURAL STEPS FOR STAGE III

The procedures outlined here are the major steps for complying with Stage III of the T&E Process. This procedure can be utilized by the district and by individual schools. It is recommended that the same procedure, once established, be followed for all schools, all grade levels, and all subject areas.

PROCEDURAL STEPS FOR STAGE III

First	Review district/school level goals, objectives, and standards. These are available from Stage II.
Second	Measure the level of achievement for district/school level goals by grade level/subject level for each objective.
Third	Review the program level objectives. These are available from Stage II.
Fourth	Measure the level of achievement for program level objectives by grade/subject level.
Fifth	Prioritize the identified needs to determine the short and long-range district/school and program level objectives.

The charts which follow show through examples the interrelatedness of the first three stages of T&E and a process for completing Stage III. Each procedural step is expanded to show examples on the following pages of this section.

FIRST PROCEDURAL STEP -- IDENTIFY DISTRICT/SCHOOL LEVEL GOALS, OBJECTIVES, AND STANDARDS. THESE ARE AVAILABLE FROM STAGE II.

SECOND PROCEDURAL STEP -- MEASURE THE LEVEL OF ACHIEVEMENT FOR DISTRICT/SCHOOL LEVEL GOALS BY GRADE LEVEL/SUBJECT LEVEL FOR EACH OBJECTIVE.

STAGE III IDENTIFYING NEEDS DISTRICT/SCHOOL LEVEL LEGEND

Column #1	List your district/school level goals. New Jersey Basic Skills Goal used as an example. Information available from Stage I and Stage II.
Column #2	An expansion of the basic skills goal statement into district/school level objectives. Mathematics and the first five grades used as an example. Information available from Stage II.
Column #3	Establish standards for each objective identified. Standard in this case is expressed as a mastery level and percentage of students per grade level expected to master the objective on the identified measurement instrument.
Column #4	Record the results by showing the percentage of students achieving above the standard.
Column #5	Indicate the difference plus or minus between percent of students expected to achieve mastery and those who actually did succeed.

STAGE III IDENTIFYING NEEDS DISTRICT/SCHOOL LEVEL

Column #1	Column #2	Column #3		Column #4	Column #5
		Standards		Results	
District/School Goals	District/School Level Objectives for Goal #1	Mastery Level	Percent of Students Expected to Achieve	Percent of Students Achieving	Difference Plus or Minus
		Identify Measurement Instrument			
1. New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Mathematics:				
	Computation				
	Grade 1	60%	80%	81%	+1%
	2	62	79	79	0
	3	60	77	75	-2
	4	61	76	70	-6
	5	63	80	77	-3
	Applications				
	Grade 1	55	71	71	0
	2	58	65	72	+7
	3	57	68	69	+1
	4	60	60	64	+4
	5	62	61	63	+2

First Step in Identifying Needs Stage II Activity

Second Step in Identifying Needs Stage III Activity

THIRD PROCEDURAL STEP -- IDENTIFY THE PROGRAM LEVEL OBJECTIVES. THESE ARE AVAILABLE FROM STAGE II.

FOURTH PROCEDURAL STEP -- MEASURE THE LEVEL OF ACHIEVEMENT FOR PROGRAM LEVEL OBJECTIVES BY GRADE/SUBJECT LEVEL.

STAGE III IDENTIFYING NEEDS PROGRAM LEVEL LEGEND

Column #1	List your district/school level goals. New Jersey Basic Skills Goal used as an example. Information available from Stage I and Stage II.
Column #2	An expansion of the basic skills goal statement into district/school level objectives. Mathematics and the first five grades used as an example. Information available from Stage II.
Column #3	An expansion of the basic skills goal statement into program level objectives. Mathematics grade 3 is used as an example. Information available from Stage II.
Column #4	Establish standards for each objective identified. Standard in this case is expressed as a mastery level and percentage of students per grade level expected to master the objective on the identified measurement instrument.
Column #5	Record the results by showing the percentage of students achieving above the standard.
Column #6	Indicate the difference plus or minus between percent of students expected to achieve mastery and those who actually did succeed.

Column #1	Column #2	Column #3	Column #4		Column #5	Column #6
			Standards		Results	
District/School Goals	District/School Level Objectives for Goal #1	Program Level Objective Areas for Goal #1	Mastery Level	Percent of Students Expected to Achieve	Percent of Students Achieving	Difference Plus or Minus
1. New Jersey basic skills outcome goal -- to acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively.	Mathematics:	Grade 3 Mathematics:	Identify Measurement Instrument			
	Computation					
	Grade 1	Numeration	76%	75%	74%	-1
	2	Place Value	74	75	76	+1
	3	Addition	74	80	76	-4
	4	Subtraction	70	77	75	-2
	5	Multiplication	65	70	75	+5
		Division	45	60	63	+3
	Applications	Money	78	80	74	-6
	Grade 1	Measurement	70	70	73	+3
	2	Geometry	63	70	60	-10
	3	Fractions	58	65	61	-3
	4					
	5					
Third Step in Identifying Needs Secure Information from Stage II					Fourth Step in Identifying Needs Stage III Activity	

FIFTH PROCEDURAL STEP --

PRIORITIZE THE IDENTIFIED NEEDS TO DETERMINE
THE SHORT AND LONG-RANGE DISTRICT/SCHOOL
AND PROGRAM LEVEL OBJECTIVES.

STAGE III	IDENTIFYING NEEDS	PRIORITIZE THE IDENTIFED NEEDS
Column #1	Identify from the district/school results the objectives with the greatest negative difference or in some cases the least positive difference from the standard.	
Column #2	Identify the short and long-range improvement goals based on the district/school level results presented.	
Column #3	Identify the program level results the objectives with the greatest negative difference or in some cases the least positive difference from the standard.	
Column #4	Identify the short and long-range improvement goals based on the program level results presented. Prioritization will identify the teaching staffs recommendations as to the sequence and order of importance that the identified needs should be addressed.	

Direct Results/Building Level Objectives	Prioritized District/ Building Level Objectives	Results Program Level Objectives	Prioritized Program Level Objectives
List those objectives and results with the greatest negative difference or in some cases the least positive results.		List those objectives and results with the greatest difference or in some cases the least positive.	
Mathematics: Computation Grade 4 -6 5 -3 3 -2 Applications Grade 1 0 3 +1 5 +2	Computation would seem most likely as the short-range improvement goal. Applications would depending on time and resources then become a long-range improvement goal.	Mathematics: Grade 3 Geometry -10 Money -6 Addition -4 Fractions -3 Subtraction -2	Addition] * Subtraction] * Fractions] * Money] ** Geometry] ** *Short-range improvement goal **Long-range improvement goal
	The above results would be submitted to the Stage IV Committee for establishing improvement programs.		The above results would be submitted to the Stage IV Committee for establishing improvement programs.

Fifth Procedural Step in
Identifying Needs Stage III Activity

Stage IV

ESTABLISHING EDUCATIONAL PROGRAMS

ATTENTION

We deem it essential to reemphasize the role of the Board of Education at this juncture in the process. In most instances, Boards of Education will delegate the responsibility for completion of Stage II to the Superintendent and staff. However, it is important that Boards understand the requirements and be conversant with the process. Boards may suggest the use of this approach to the Superintendent and should expect regular reports relative to the completion of this stage.

STAGE IV
ESTABLISHING EDUCATIONAL PROGRAMS

Stage IV relies on the results of the previous three stages for providing the data necessary for establishing educational programs. Changes in curriculum and instruction should be made only if they are judged reasonable to produce the degree of improvement desired. This section attempts to provide a systematic procedure for planning a curriculum review for both current and future curriculum based on identified student needs.

It is recommended that, before proceeding, four of the General Principals of Chapter 212 be reviewed. Also, for your review, the T&E Action Plan Procedural Steps are the Committee Directions, as taken from the earlier companion documents and presented on the next several pages. These will serve as an overview of key events offered as suggestions for completing Stage IV of the T&E Process.

- Recognizes Individuality of Districts as a Baseline for Improvement:
  - Districts vary widely not only in their educational needs, but in the resources and programs they require to meet needs.
  - Some districts are more advanced than others in their programs and planning.
  - Chapter 212 does not expect, in fact would discourage, every district from having precisely the same programs because community and student needs differ. It does expect districts, however, to move through a process which targets the meeting of their needs in an organized way.

- Does Not Necessarily Eliminate Present School Programs:
  - It will take several years for the process envisioned by Chapter 212 to be completely operational.
  - While gearing up to implement Chapter 212, schools may continue existing educational programs introduced to achieve school improvement.
  - When evaluation evidence supports the utility of these programs, continued use is encouraged.
  - As new needs are identified, or as evidence of limited effectiveness is found, districts will develop or identify new and better programs.

- Nothing in T&E to Reduce Breadth of Program to Meet Individual Student Needs:
  - Differences of pupils in ability, interest, achievement, personality and culture continue to demand individualization in educational programs.
  - Attention is not to be directed away from students with special education or bilingual needs or educational disadvantages.
  - Guidance and counseling services are required.

- Priority Attention to Achievement in Basic Communication and Computational Skills:
  - By Law (Article II, Chapter 212), communication and computational skills are singled out for priority by all districts and all schools of the state.
  - In so doing, the Legislature has affirmed its belief that these skills are basic to all learning and to later success as adults.

Procedural Steps by Stages	What-Who-When-How	Cross References	Checklist
STAGE IV - DEVELOPING EDUCATIONAL PROGRAMS			
-39- To review Title 6: Chapter 8-3.4 (Chapter 212, Laws of 1975).	What: Complete procedural steps 39 through 49.	-1- NJSBA Roles & Responsibilities Handbook. -a- N.J. State Ed. Goals -b- T&E History -c- Six Stages in T&E Process -d- Customized Action Plan -e- Resource File	☐
-40- To appoint the Program Development Committee.	Who: Board/Supt./T&E Coordinator/Administrators/Staff Committees, etc.		☐
-41- To design and develop an Educational Plan format including data and information Stage I through Stage III.	When: September, 1976 through June, 1977 for Basic Skills. September, 1976 through June, 1980 for all other Educational Programs.	-2- T&E Legislation, Administrative Code, and Primer.	☐
-42- To consider program alternatives -- select new or modified programs		-3- State Dept. of Ed. Documents: -a- Ed. Planning in Local School District: - Comprehensive Planning (Reporting Form for 12/1/76 - T&E Management Plan 1976-77)	☐
-43- To develop a comprehensive educational program (curriculum) that complies with Administrative Code 6:8-3.5 through 6:8-4.4.	How: Board Work Sessions Committee Meetings Data Collection Review of Materials from Stages I, II & III	- Basic Skills (Reporting Form for 12/1/76 - Basic Skills Management Plan 1976-77)	☐
-44- To prepare the educational program for review - modification - approval by the Steering (Advisory) Committee and Board of Education.	Preparation of Ed. Program (Curriculum) reports correlation into "Educational Plan"	- Community Participation	☐
-45- To combine the results of Stages I, II, III & IV into the District's "Educational Plan."		-b- Budget Preparation Guide Pursuant to Chapter 212, Laws of 1975 and NJAC-6 (Report form for Program improvement, Page 12)	☐

Procedural Steps by Stages	What-Who-When-How	Cross Reference	Checklist
-46- To assign responsibility to the Superintendent/T&E Coordinator Admininistrators/Staff/Committee Members/etc. for the completion of the requirements set forth in Title 6: Chapter 8.4 including: 8.4.1 Reporting pupil progress 8.4.2 Promotion & Graduation 8.4.3 Staffing 8.4.4 In-service Programs 8.4.5 Instr. materials & equipment 8.4.6 School Community Relations 8.4.7 Administrative Procedures 8.4.8 School Facilities • Special attention must be given to the development of improvement programs for the Basic Skills. • Procedures are to be developed for 1976/77 and improvements to be implemented for 1977/78.		-4- See this document's Master Calendar for 1976/77 School Year. -5- See State Forms in Appendix -6- See Companion Document #2 Committee Guidelines -7- See Abstract of Commissioner Fred G. Burke Memorandum of August 25, 1976 (NJSBA Roles & Responsibility Handbook.) -8- MODELOG, A Comprehensive Educational Planning Component Models, 1975.	☐
-47- To combine the materials of Title 6: Chapter 8.4 with the results of Stages I, II, III & IV for inclusion in the district's "Educational Plan."			☐
-48- To develop and implement an A Action Plan through which to carry out the Educational Programs contained in the "Educational Plan."			☐

EDUCATIONAL PROGRAMS COMMITTEE

- Committee Assignment: This in the T&E Process will provide the link between the school district goals and student learning by establishing educational programs reflective of the goals and appropriate to the student needs of the school district.

  Source: New Jersey Administrative Code, Title 6, Subtitle B, Chapter 8.

  The Committee will, by necessity, be determining current programs to be revised as data becomes available. New programs will be selected or developed to meet the student needs.

- Committee "How To": The data and information to follow was developed from Step 4, Develop and and Installing Educational Programs, T&E Primer for School Improvement in New Jersey.

  -1- By establishing with the teaching staff, under the direction of the chief school administrator, a program which provides for the translation of community goals into educational objectives and programs.

  -2- By identifying or developing educational programs for each school which can be used to achieve the objectives established by the district and determine any resources needed to carry out each program. Program planning should consider individual student differences; ranges in aptitude, talents and interests; responsiveness to different teaching approaches; differences in socio-economic advantage; and the needs of the handicapped, bilingual and other minority students. It may be necessary to use multiple educational programs to reach a suitable level of achievement for the individual as well as the group.

-3- By implementing the educational program, which should provide for the remediation of pupil deficiencies in the basic communication and computation skills.

-4- By preparing a plan and calendar for implementing and evaluating each program in the district's school improvement plan.

- Committee Monitoring: The information to follow has been drawn from the "Guidelines for the Review of Local District Compliance with the Intent of New Jersey Administrative Code", N. J. A. C. 6:8-3.5 Commentary.

The committee work will be monitored in terms of the following:

-1- Compliance with all state requirements including:

- Development in consultation with the teaching staff and chief school administrator.
- Adoption annually by each district board of education. The Administrative Code requires annual adoption of the districts educational program, however, guidelines are yet to be developed defining the nature and scope of such a document.
- Consistency with written goals, objectives and pupil needs
- Development of individual learning styles to motivate pupils
- Provision for continuous learning through districts and schools
- Provision for continuous access for all pupils to sufficient programs and services
- Provision for guidance and counseling for all pupils to assist in career and academic planning
- Provision for a continuum of educational programs and services for all handicapped children
- Provision for bilingual programs for pupils whose dominant language is not English

- Provision for compensatory educational programs for identified pupils
- Provision for equal educational opportunity for all pupils
- Provision for career awareness and vocational education
- Provision for educational opportunities for exceptionally gifted and talented pupils

- Committee Timetable:* The work of this committee will begin during the fifth month of the twelve (12) month cycle.

  -1- Planning and organizing activities should be completed during the first four months.

  -2- Recommended educational programs should be available to the steering committee by the close of the tenth month.

  -3- Regular weekly or bi-weekly sessions should be held.

- Committee Report (Format): The format of the committee report should be correlated with the master T&E report.

  -1- Obtain a sample of the general T&E report format.

  -2- Develop the committee or sub-section report according to the prescribed format.

*Suggested timetable: not required

PROCEDURAL STEPS FOR STAGE IV

The procedures outlined here are the major steps for complying with Stage IV of the T&E Process. This procedure can be utilized by the district and by individual schools. It is recommended that the same procedure, once established, be followed for all schools, all grade levels and all subject areas.

Procedural Steps for Stage IV

First	Identification of existing programs.
Second	Identify areas of concentration based on identified needs.
Third	Analyze the current curriculum at the program level based on the identified needs.
Fourth	Identify improvements that need to be made in the educational program.
Fifth	Determine implementation recommendations for improvements of current educational program(s).
Sixth	Implementation of new educational program(s).

FIRST PROCEDURAL STEP --

IDENTIFICATION OF EXISTING PROGRAMS

- Course title
- Grade level(s)
- Course description/outline
- Program Level Objectives

SECOND PROCEDURAL STEP --
IDENTIFY AREAS OF CONCENTRATION BASED ON IDENTIFIED NEEDS

Secure from Stage III - Identifying Needs - the prioritized needs. These needs will have been separated into two groups:

- Most important to be included in immediate planning and/or actions to be taken.
- Least important or least severe needs to become part of the long-range plans.

THIRD PROCEDURAL STEP --

ANALYZE THE CURRENT CURRICULUM AT THE PROGRAM LEVEL BASED ON IDENTIFIED NEEDS

-1- Name of Program: _____

_____

-2- Program Objectives: _____

_____

-3- Pupils for whom the program is designed:

Age/Grade/Subject: _____

_____

Pupil Characteristics: _____

_____

-4- Program Strengths:

- Content of the Program _____
- Instructional Approach _____
- Implementation of the Program _____
- Special Considerations _____
- Outside Influences _____

-5- Program Weakness:

- Content of the Program _____
- Instructional Approach _____
- Implementation of the Program _____
- Special Considerations _____
- Outside Influences _____

FOURTH PROCEDURAL STEP --

IMPLEMENTATION RECOMMENDATIONS FOR
IMPROVEMENTS OF CURRENT EDUCATIONAL PROGRAM(S)

- Example: To add two math instructional periods of 20 minutes per week to focus on computation skills.

- Example: To develop monthly quizes in computation for the areas of addition, subtraction and fractions.

FIFTH PROCEDURAL STEP --
IMPLEMENTATION OF NEW EDUCATIONAL PROGRAM(S)

Considerations:

- Administration and staff inservice
- Materials acquired
- Materials familiarization
- Resource allocation (time, space, personnel, money, etc.)

Identify procedures recommended to insure proper implementation by completing the chart to follow.

DIRECTIONS FOR COMPLETING PROGRAM IMPROVEMENT REQUIREMENT CHART

Directions for Completing:

-1- Improvement Requirements: Summarize your improvement recommendations.

-2- Means of Improvement: Those most commonly used are:

- Student learning materials
- Administrative and staff development
- Resource allocation (time, space, personnel, money, etc.)

-3- Opportunities and Constraints: Assess the feasibility of your improvement requirements. Opportunities are factors which favor improvement. Constraints are factors which in some way limit or restrict improvement. Factors to consider are:

- Student abilities, Achievement, Attitudes
- Staff Attitudes, Knowledge, and Skills
- Parental Cooperation
- Community Relations
- Social, Economic, and Political Influences
- Legislative Requirements
- Contractual Agreements
- School Board and District Policies
- Traditional Practice
- Attitudes and Opinions of Special Interest Groups
- Decision-Making Climate
- Funding Guidelines
- Availability of Materials and Programs
- Availability of Facilities and Equipment
- Flexibility of Schedule
- Levels of Staff Preparation
- Consultant or Other Support Services
- Availability of Funds
- Other(s)

-5- Action Priorities: Indicate in rank order the improvement requirements which seem most feasible in terms of their potential contribution to desired student performance.

PROGRAM IMPROVEMENT REQUIREMENTS

1. Improvement Requirements	2. Means of Improvement	3. Opportunities	4. Constraints	5. Action Priorities

SUMMARY

The procedures presented for Stage II - Educational Objectives and Standards, Stage III - Identifying Needs, and Stage IV - Establishing Educational Programs, are presented in a very few pages. To generate the required information and to complete each of the procedural steps can take several months for a committee to complete.

As Board of Education members, you can expect a flow of information from the Superintendent for the various elements and procedures described in this handbook. Since you have read, studied, and thought your way to this point in the handbook, we are making the assumption that you are familiar with a process for addressing each of these stages and are prepared to begin learning about Stage V - Evaluation which will be forthcoming in Companion Document #5.

We should again emphasize that, in most instances, Boards of Education will delegate the responsibility for the completion of Stages II, III, and IV to the Superintendent and staff. The Board's primary roles and responsibility to direct that action begin, periodically review progress reports, review and approve the products resulting from staff efforts, direct that implement action be accomplished, and periodically review progress towards adopted goals and objectives.

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